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Harold (*frémit, change de visage*). Dieu, une cuve des corps saints! J'ai prêté serment sur des ossements vénérés.

Scène V

(Angleterre, prés de Hastings, 28 septembre, 1066.)

L'armée normande touche au sol de l'Angleterre. Archers, court vêtus et tondus sur les oreilles, après tous les gens d'armes, prêts à combattre, vivres, tous les charpentiers, massons, ouvriers de bras, après le duc. Comme Guillaume met le pied sur le rivage, il trébuche et tombe sur la face.

Ceux qui l'entourent. Dieu nous garde! Voilà un mauvais présage!

Guillaume (en se relevant). Que dites-vous donc? J'ai saisi cette terre de mes mains, et, par la splendeur de Dieu, tout est à nous tant qu'il y en aura.

The High School

Latin, Eighth and Ninth Grades: (KATHARINE M. STILWELL.) The students who began Latin in the Eighth Grade and those who began it in the Ninth Grade were found to be so near together in the quality of their work in January that they were put into one class, and January, therefore, was spent in helping them to become more familiar with the ideas and forms of expression used in Lessons I–VII and in the reading lessons of the Eighth Grade.

Lessons IX and X were in consequence not taken up until February.

In working out "The Epitaph of a Fair Roman" it was thought best to add to this a full account of the Roman funeral that the pupils may comprehend the ideas underlying these ceremonies. We wish them to see how, when a Roman died, all the ancestors of the family went to the funeral each wearing his robes of office and bearing the civic wreaths or other symbols of honor he had won, and how the funeral train halted in the Forum to hear recounted the brave and noble deeds of the dead Roman and his ancestors. Thus the pupil may get some idea of how deeply each individual Roman felt his debt to the past and his duty to the future — his obligation to make his own life as noble and useful as the lives of his ancestors had been — so that his descendants also might praise him in the years to come. This "sense of social duty," as it has been called, which is perhaps the most important contribution of Rome to civilization, found its most picturesque expression in this formal procession in honor of the dead.

The description of the funeral ceremonies will be the next reading of the class. This will be followed by the lessons adapted from Viri Romae. In working out this series of lessons, no effort has been made to teach the forms other than as they occur in the reading lessons. Yet form has not been overlooked, for it is the tool by means of which the work is to be done. But it is found that when the content of the lesson seems valuable to the pupil, the effort to gain that content creates an impulse which carries him over the difficulties of the forms. In the recitation, however, the difficult sentences are studied by means of thought analysis. For instance, in the story of Horatius, questions might be asked similar to the following:

What is the subject? Ancus Martius.
Who was Ancus Martius? Rēx.

Of whom? Rōmānōrum.
What did he do? Coniūnxit.
What? Janiculum.
To what? Urbi.
By what? Ponte.
Of what kind? Subliciō.
What was the effect of this? Qui dedit.
What? Iter.
To whom? Hostibus.
When? Postquam rēgēs expulsi sunt.

In this manner the pupils (who have never studied English grammar) have learned to recognize the relation of the different words in the sentence, and to observe the Roman way of expressing constantly recurring ideas. When by means of this analysis, the pupil thinks he comprehends the meaning of the sentence, he reads it aloud (in Latin). The pupils judge his interpretation and compare it with their own. Sometimes one of the class is called upon to give (in English) the meaning expressed by the reader. At other times he is asked to express his own idea of the sentence. Oftentimes the entire lesson is read in Latin, and the class gives its translation in the form of a drawing.

If the oral reading shows that the pupil has not the right idea, he is questioned regarding the constructions, and thus led to find the true meaning of the passage. But in no case is he questioned upon the construction after the translation. The difficulty of the vocabulary is slight, as the method tends to show the pupil that the ability to read depends largely upon his knowledge of the constructions.

Latin Lessons for Eighth and Ninth Grades

Number V

Dē Fūneribus apud Rōmānōs

Rōmānīs erat lūctuōsum sepultūrā carēre. Iūsta nōn cōgnātīs modo sed etiam aliēnīs faciēbant.

Temporibus antīquissimīs fūnera saepe noctū celebrābantur. Posteā interdiū plēumque celebrābantur.

Cum nōbilis dēcessit, ex ēis quī aderant sanguine coniūnctissimus oculōs dēfūnctī pressit. Deinde nōmen mortuī conclāmābant, quā conclāmātiōne eum excitāre volēbant sī modo graviōre somnō premitur. "Conclamatum est."

Tum corpus aquā calidā lavābant quasi dēficientem restitūtūrī. Libitīnārius omnia quae erant fūnerī necessāri asuppeditāvit. Pollinctor, ēius servus, corpus cūrāvit. In ōre nummum interdum posuit. Haec erat mercēs Charontī, Stygis, portitōrī.

Corpus ad diem quartum aut nōnnumquam ūsque ad nōnum honōris causā in atriō servābātur. Amīcī hominem mortuum visitāvērunt. Tūra cremābant. Dē honōribus, quōs dēfūnctus gesserat, inter sē colloquēbantur. Insīgnia, quae adeptus erat, ostentābant. Rāmōs cupresseōs aut pīneōs in atriō suspendērunt. Hīs rēbus factīs, praecō amīcōs ad pompam fūneris convocāvit hīs verbīs: "Ollus Quiris lētō datus. Exsequiās quibus est commodum, īre iam tempus est. Ollus ex aedibus effertur."

Dēsīgnātor pompam ōrdināvit. Prīmī iērunt tībīcinēs. Hōs praeficae quae nēniās cantābant secūtae sunt.

Mimi aderant, ex quibus ūnus partēs mortuī agēbat. Tum vidēbantur imaginēs māiōrum. Eī ēlēctī, quī statūrā et corpore parēs erant māiōribus dēfūnctī, imāginēs gerēbant cēreās et tālem vestem quālem illī māiōrēs ōlim gerēbant. Tum portātae sunt tabulae, in quibus rēs gestae

mortuī erant īnscrīptae. Hās cadāver in lectō iacēns secūtum est.

Lectus plērumque ā coniūnctissimīs aut lībertīs ferēbātur. Eburneus erat et tēctus vestibus strāgulīsque aurō ac purpurā pictīs.

Cōgnātī et necessāriī lectum subsequēbantur.

Vistīmenta lūgubria erant ātra, sed temporibus imperātōrum albis ātra mulierēs mūtāvērunt. Scindere vestem erat sīgnum lūctūs.

Lectus in forum lātus est ubi cōgnātus laudātiōnem fūnebrem prōnuntiāvit.

Aliās cadāver sepultum est, aliās cremātum. Coniunctissimus rogum accendit. Cinerēs collectī in ūrnam conditī sunt. Tum postrēmō dēfūnctum sīc invocābant: "Avē, anima candida, sit tibi terra levis."

Nōnā diē post exsequiās silicernium celebrātum est.

Vocabulary

NOUNS.

sepultūra, ae, f., *burial.*
iūsta, *funeral rites.*
cōgnitus, *known.*
fūnus, eris, n., *funeral.*
nōbilis, *famous, high-born.*
sanguis, inis, m., *blood.*
coniūnctissimus (as substantive), *nearest relation.*
oculus, ī, m., *eye.*
somnus, ī, m., *sleep.*
aqua, ae, f., *water.*
ōs, oris, n., *mouth.*
nummus, ī, m., *a piece of money.*
merx, cis, f., *reward, pay.*
honor, ōris, m., *honor, office.*
ātrium, ī, n., *principal room.*
rāmus, ī, m., *a branch.*
pompa, ae, f., *procession.*
tībīcen, inis, m., *flute player.*
nēnia, ae, f., *funeral song.*
mīmus, ī, m., *mimic, actor.*
imāgō, inis, f., *copy, likeness.*
māior (as substantive), *ancestor.*
statūra, ae, f., *size, stature.*
portitor, ōris, m., *ferryman.*
cadāver, eris, n., *dead body.*
lectus, ī, m., *couch.*
lībertus, ī, m., *freedman.*
necessārius, ī, m., *relation.*
vestīmentum, ī, n., *clothing.*
mulier, eris, f., *woman.*
vestis, is, f., *clothing.*
lūctus, ūs, m., *grief.*
sīgnum, ī, n., *sign.*
laudātiō, ōnis, f., *eulogy.*
rogus, ī, m., *funeral pile.*
cinis, eris, m., *ashes.*
urna, ae, f., *urn.*

NOUNS.

exsequiae, ārum, f., *funeral procession.*
silicernium, ī, n., *funeral feast.*
tūs, tūris, n., *incense.*

ADJECTIVES.

lūctuōsus, *sorrowful.*
gravis, *heavy, burdened.*
calidus, *warm, hot.*
necessārius, *needful.*
pār, *equal.*
eburneus, *of ivory.*
lūgubris, *mournful.*
āter, *black.*
tālis, *such.*
quālis, *as.*

VERBS.

careō, 2, *be without.*
celebrō, 1, *celebrate.*
dē-cēdō, 3, *depart, die.*
premō, 3, *press, cover.*
con-clāmō, 1, *cry out together.*
volō, *wish.*
excitō, 1, *arouse.*
lavō, 1, *wash.*

VERBS.

restituō, 3, *restore.*
suppeditō, 1, *provide.*
cūrō, 1, *attend to.*
servō, 1, *preserve.*
cantō, 1, *sing.*
agō, 3, *act, perform.*
videō, 2, *see.*
mūtō, 1, *change.*
scindō, 3, *tear.*
prōnūntiō, 1, *utter.*
accendō, 3, *kindle, set on fire.*
conligō, 3, *collect.*
condō, 3, *store up.*
conloquor, *talk about.*
adipīscor, *obtain.*
sequor, *follow.*

ADVERBS.

noctū, *at night.*
interdiū, *in the daytime.*
quasi, *as if.*
causa, *for the sake of.*
ōlim, *formerly.*
sīc, *thus.*

CONJUNCTIONS.

si, *if.*
aut, *or.*

References: Harper's *Dictionary of Classical Literature and Antiquities*, under *Funus;* Becker's *Gallus;* Excursus, *Burial of the Dead;* Preston & Dodge, *Private Life of the Romans*, ch. I.

Roman History

THE TRADITIONS

Saturn

Sāturnus antīquissimīs temporibus in Italiam vēnit ut Rōmānī crēdēbant. Ibi prope Jāniculum arcem condidit, eamque Sāturniam appellāvit. Hīc Italōs prīmus agrī cultūram docuit.

Latinus and Aeneas

Latinus posteā in eā regiōne rēx erat. Dum hīc rēx est, Trōia in Asiā ēversa est. Unde Aenēas Anchīsæ filius cum multīs Trōiānīs, quī a Graecīs nōn interfectī erant,

aufūgit et in Italiam pervēnit. Ibi quamquam Trōiānus fuit, fīliam Latinī rēgis in mātrimōnium duxit et urbem condidit, quam in honōrem coniugis Lāvīnium appellāvit.

Founding of Alba Longa

Post Aenēae mortem Ascanius, Aenēae fīlius, regnum accēpit. Hīc sēdem rēgnī in alium locum trānstulit, urbemque condidit in monte Albānō, eamque Albam Longam appellāvit. Eum secūtus est Silvius, quī post Aenēae mortem genitus erat. Eius posterī ūsqué ad Rōmam conditam Albae rēgnāvērunt.

Vocabulary

NOUNS.

regiō, ōnis, f., *country*.
coniūnx, ingis, m. and f., *wife or husband*.
sēdēs, is, f., *seat, throne*.

VERBS.

crēdō, 3, *believe*.
condō, 3, *build, found*.
ēvertō, 3, *destroy*.
aufugiō, 3, *flee*.

ADVERBS.

prope, *near*.
ūsque, *even*.

RELATIVE.

ut, *as*.

ADVERSATIVE CONJUNCTION.

quamquam, *although*

Points in Grammar

The passive voice.
Use of deponent verbs.
The indicative mode.
Determinative clause with qui or cum.
Clause of reason with quod.
Adversative clause with quamquam.
Clause of situation with dum.

Ninth and Tenth Grades

Latin, Ninth and Tenth Grades: (ALLEN W. GOULD.) More time than was planned has been taken in studying the geography of Gaul and Germany, and the condition of the natives as shown in Cæsar's Gallic War, and so the work laid out for January and February will probably take up most of March.

The practice in using Latin has consisted principally in giving answers in Latin to questions based on the text, like the following:

1. Tell in Latin who the three different peoples of Gaul were and what their boundaries were in mountains and rivers.
2. Tell in Latin what the two chief classes were among the Gauls, and state briefly the duties and privileges of each.
3. Tell in Latin how the young men prepared themselves to be Druids.
4. Tell in Latin what reasons Cæsar gave for the Druids' custom of memorizing their verses. What reason would you give?
5. Tell in Latin what the Gallic custom was regarding the wife's dowry.
6. Tell in Latin what a Gaul was required to do when he heard any news of importance to the state.
7. Tell in Latin how the Germans managed in regard to the cultivation of the ground. What reason would you give for this custom?
8. Tell in Latin what reason Cæsar gave for the existence of uninhabited tracts of land about each German tribe. What reason would you give?

The students are also asked to put back into Latin, without the use of their books, some of the passages which they have translated into English.

Greek, Ninth and Tenth Grades: (ALLEN W. GOULD.) During this month the beginners in Greek will probably complete the lessons in Gleason & Atherton's *First Greek Book*, as well as read some thirty pages of Moss' *First Greek Reader*, taking those passages that throw light on Greek life and history. The students will also be asked to make themselves familiar with the chief events in Greek history, using some adequate book for that purpose, so that they may have a framework in which to fit the new ideas they get from the Greek. They will also be expected to make a map of Greece, with mountain ranges and sea indentations, as the physical framework of the history and as one of the causes of that history.

The Greek composition will consist partly of the material found in the *First Greek Book*, and partly of brief answers in Greek to questions about the subject of their study, like those given in the December COURSE OF STUDY, pages 318–324.

German, Ninth and Tenth Grades: (DR. SIEGFRIED BENIGNUS.) In February, German was correlated with Greek history—that is, with the age of Pericles. In March, the pupils will be given a survey of Grecian art, and its influence on Europe. They will report verbally and in writing, thus furnishing opportunity for correcting oral expression and for composition work.

The topics for special exercises in the language of every-day life will be the city in general. Reading in the *Picture Book without Pictures* is continued in the way shown in the former numbers of the COURSE OF STUDY.

For memorizing, the pleasing *Meeresabend*, by the poet Count Strachwitz, has been selected.

Meeresabend

Sie hat den ganzen Tag getobt
  Als wie in Zorn und Pein,
Nun bettet sich, nun glättet sich
  Die See und schlummert ein.

Und drüber zittert der Abendwind,
  Ein mildes, heiliges Weh'n;
Das ist der Atem Gottes,
  Der schwebet ob den See'n.

Es küsst der Herr aufs Lockenhaupt
  Die schlummernde See gelind
Und spricht mit säuselndem Segen:
  "Schlaf' ruhig, wildes Kind!"

Moritz Graf Strachwitz, 1822–1847;
"Neue Gedichte."

French, Ninth and Tenth Grades: (LORLEY ADA ASHLÉMAN.) The Ninth and Tenth Grades will dramatize *La Dernière Classe*, by Alphonse Daudet. The work in grammar will develop naturally, as need is manifested for it by the students.

Physiography, Ninth Grade: (WALLACE W. ATWOOD.) Subject: MOUNTAINS. This work will be introduced through the study of pictures, stereopticon views, maps, and models. The problems which arise during the observational study will serve as a basis for the systematic consideration of the different types of mountains.

In correlation with the history and language work of this grade, special attention will be given to the mountains of Europe and the Mediterranean region.

1. Block Mountains: Study the Great Basin region, the Vosges and Black Forest mountains, and the mountains of Palestine and Moab. (Refer to figure 101 in Davis's *Physical Geography*, and to figures 64, 65, and 66 in James Geikie's *Earth Sculpture.*)

a. Origin and growth of block mountains.

b. Kinds of faults found in such mountains.

c. Drainage and erosion.

d. Settlement and development in regions chosen for illustration.

2. Folded Mountains: Study the Jura, the Middle Carpathians, the Pyrenees, the Alps, and the Appalachians. (Use figures 105 and 118 in Davis, and figures 40 to 53 inclusive in Geikie.)

a. Origin and growth of folded mountains.

b. Analysis of folds in mountains.

c. The general topographic form during youth.

d. The drainage in regions of young folded mountains.

e. Life among the mountains.

f. Influence of mountain barriers upon climates and population.

g. The destruction of folded mountains.

h. How could the former presence of great mountains be proved?

The deposition and mining of ores may be considered, and also the influence of mineral wealth upon the settlement and development of a region. In this work the students should become familiar with the common ores of iron, lead, copper, and zinc.

3. Domed Mountains: Based on the study of the Black Hills of South Dakota. (See figure 106 in Davis's *Physical Geography.*)

a. Origin and growth.

b. Erosion and general degradation.

c. The structural relations in the field which help in working out the history.

d. Ore deposits in the Black Hills and their influence on the settlement and development of the region.

4. Subdued Mountains: Examples are found in the Blue Ridge and other mountains of North Carolina, in the mountains of Wales, and among the heavily wooded mountains of central Europe, such as the Schwarzwald of Germany.

5. Worn-down Mountains: The Piedmont belt of Virginia is an excellent example. Many regions of worn-down mountains have been uplifted, causing a quickening of the streams and consequent dissection. Examples of such regions are found in the Slate mountains of Germany, in the New England highlands, the Appalachian mountains, the highlands of Scotland, and the Erzgebirge of Germany.

6. Embayed Mountains: Study coasts of Norway, Scotland, Greece, British Columbia, and southern Alaska.

Art Expression: Chalk-modeling by the students is introduced into nearly every lesson. Water-colors and crayons are also used in reproducing mountain scenes.

References: Davis, *Physical Geography;* Geikie, *Earth Sculpture, Text-book on Geology,* and *Elementary Lessons in Physical Geography;* Chapter on *Folds* in *Principles of Pre-Cambrian Geology,* U.S.G.S., 16th Annual, and Van Hise, *Earth Movements,* Trans. Wis. Academy of Sciences, Vol. XI; Topographic maps.

Greek History, Ninth, Tenth, and Eleventh Grades: (GUDRUN THORNE-THOMSEN.) The War with Persia and the Age of Pericles: The aim will be to present conditions that the children may form vivid growing images of a war in which Greek civilization and Greek institutions showed their superiority in strength and vitality over those of the Orient; also of a period in Greek history that more than any other reflects the tendencies and ideals of Greek culture.

Materials for study will be found in extracts from contemporaneous writers, in relics of the time, such as objects of art, buildings, etc. Pictures, stereopticon views, maps, and models will be used freely. The Art Museum will be visited.

Method: I. The pupils will trace the further development of Greek institutions during this period, and see how the growing antagonism between democracy and aristocracy, as exemplified by Sparta and Athens, expressed itself in the foreign policy of the Greek states.

We shall make a close study of culminating events that are full of dramatic action. By focusing the attention on such events the pupils will have a motive for and an interest in studying the causes which led up to them.

II. Attention will be given to the study of prominent men who in their lives reflect the spirit and ideals of the time, and who by their moral and intellectual qualities have a determining influence upon contemporary society—Miltiades, Aristides, Themistocles, Pericles.

III. The Battle of Thermopylæ: This battle will be the starting-point for our study of the Persian War, as it presents in a few powerful strokes a picture of Greek spirit, and contrasts it with that of the Persians. The pupils will be asked to study the battle from their text-book, and from other books.

1. We shall have a chalk-modeled map of the Balkan Peninsula, and also a model in sand of Thermopylæ, with the surrounding country, and as many pictures as possible. By the use of this material, and by descriptions, the pupils will image the geography of Thermopylæ. With this geographical basis, we shall then proceed to discuss the battle itself. The pupils will picture the Persian horde as it sweeps southward through Thessaly.

2. Why is this tremendous army advancing toward Thermopylæ? Compare the Persians with the Greeks as to organization, numbers, and equipment. As the battle proceeds, the spirit which animates the Greeks will be noticed, also how the Persian officers scourge their men to battle. Extracts from Herodotus will be read in class.

IV. Having witnessed, as it were, the battle of Thermopylæ, and having felt something of the spirit of the Greeks in their struggle against the Persians, the pupils will have for their next topic of consideration the causes of the Persian invasion and the events which preceded the battle.

V. The battle of Salamis will be studied in a similar manner. The geographical background will be worked out, bringing out the position of Salamis in relation to the mainland, the strait with its narrow entrances, etc. Description of an ancient vessel and how used in naval warfare. Read in class extracts from Æschylus. The Persians.

VI. Points for discussion:

1. Character of the Persian Empire and the history of its formation.

2. Comparison of Greek and Persian civilization as to government and social conditions.

3. Causes of the struggle between Greece and Persia.

4. What qualities did the Greeks display in this war, and for what did they fight? The Persians? Spirit shown by the Greeks? By the Persians?

5. What advantages did the Greeks have? The Persians? Disadvantages?

6. Attitude of Sparta and of Athens during the war.

7. Make a comparative study of Miltiades, Themistocles, Aristides, Pausanias. Which character do you like best? Why?

8. To what do you attribute the success of the Greeks?

9. What effect did the Persian wars have upon Greek civilization? What effect upon mutual relation of Greek states?

VII. The pupils will imagine themselves living in Athens at the time of Pericles. They will make a study of the costumes and the houses of the time, and give descriptions of the daily life of the Athenian in private and in public. What were his duties to the state and to the family? What education did he have for meeting these requirements?

1. Visit to the harbor of Athens as it appeared at that time, with its commercial and naval fleets, docks, and storehouses. Use of the long walls. Imports and exports of Athens. Naval supremacy.

2. Visit to the theater. Model in clay of Greek theater in order to show the position of the stage and the auditorium. Part played by the theater in the daily life of the Athenians; how they would get admission. In this connection we shall give some attention to the Greek drama and its development. Quotations from Æschylus, Sophocles, and Euripides. The works of these dramatists will be considered more fully in next month's work.

3. Acropolis. Present pictorial map of Athens showing position of Acropolis. By pictures, descriptions, and models help the children to a clear, vivid image of Acropolis as it rises from the plain. The pupils will ascend the Propylæa. View of Athens from Acropolis: the plain with the city, the surrounding hills, Peiræus and Salamis in the distance.

4. The stereopticon will be used to give an idea of Greek architecture and sculpture. Characteristics and principles of Greek architecture: the Doric, Ionic, and Corinthian styles; the different parts of the Greek temple; the Parthenon frieze.

The children will model the Parthenon in clay, and present the model to the school museum.

What public or private buildings have you seen in the Greek style? Study some of the most prominent sculptures of the time. Phidias. Evolution of Greek sculpture. Compare with Egyptian sculpture. Relation of art to religion. What qualities of the architecture and sculpture of this period do you admire? Visit to Art Museum. (See Mr. Duncan's outline on Art.)

VIII. The pupils will visit the assembly and the jury courts and listen to the great orators of the time. Further development of democracy in Athens, and changes in the governing bodies during this period will be noticed. What would be your political rights as citizens of Athens? Comparison of Greek and American citizenship. Compare our modern city and its social and political institutions with ancient Athens.

IX. Pericles as the typical Athenian: His personal character. His dominant influence in Athens and how obtained. Read extracts from his funeral speech. The pupils will commit to memory this speech and deliver it before the class. Discussion of social and political ideas as shown in this speech. Read in class quotations from Plutarch; also from Thucydides.

X. Points for discussion:

1. In what does our democracy differ from that of Athens?

2. Effect of slavery upon Greek life.

3. What qualities of the Athenian would you like to possess?

4. What was the value of the leadership of Pericles? In what did it fail? Would it be possible for a single man to attain a similar prominence in our democracy? How was it possible in Athens?

5. What is the value of the age of Pericles to our modern civilization?

Topics for Written Expression: The Athenian Citizen; Acropolis; A Visit to Athens at the Time of Pericles; Biography of Pericles, Themistocles, etc.

Art Expression: Clay model of Parthenon; sand model of Athens with Acropolis and harbor; drawings of Greek architecture, ornaments, and sculpture; drawings of ancient vessels; paintings of Greek costumes.

References: See list published under History outline, December COURSE OF STUDY; Blümner, *Home Life of the Ancient Greeks;* Grant, *Age of Pericles.*

Experimental Course in Astronomy, Ninth and Tenth Grades: (GEORGE W. MYERS.)

EXPERIMENT NO. 1. To find the length of one's pace.

(a.) Stake out a square acre on level ground and pacing its perimeter and diagonals two or three times, determine the length of your pace.

(b.) Measure with the tape and stake out on a 5% or 10% grade a line of 100 feet or 200 feet, and step it not less than five times both upwards and downwards. Determine the length of pace both upwards and downwards, and compare the lengths with each other and with the lengths for level ground.

EXPERIMENT NO. 2. To find the angle of the fingers and hand held at arm's length.

(a.) Extending your arm horizontally in front of your face, measure the distance from your eye to the palm of your hand, the arm being fully extended and the hand being bent at a right angle to the axis of the arm. Measure now the breadth of the individual fingers, their combined breadth across the joints just beyond the knuckle, and the breadth of the palm across the knuckles. Construct on paper isosceles triangles having the hand and separate finger breadths as bases, and all having the distance from the eye to the middle of the palm as altitude. Measure the vertical angles of these triangles with a protractor, and keep a record of their values for your own hand and arm.

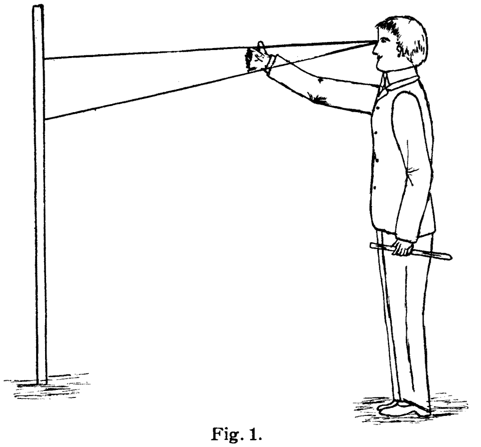

Fig. 1.

(b.) Set a flagpole or stick behind your hand, and at a measured distance from the eye, and measure the spaces just covered by your separate fingers and palm on the pole. Using these as bases construct to any convenient scale isosceles triangles as before. Obtain the angles with a protractor, or trigonometrically as in (a).

[NOTE: Experiments 1 and 2 will furnish convenient standards for obtaining estimates of lengths of lines, distances to remote objects, and sizes of angles which will be considerably better than mere guesses.]

EXPERIMENT NO. 3. To find the slant of the sun's rays to the plane of the horizon.

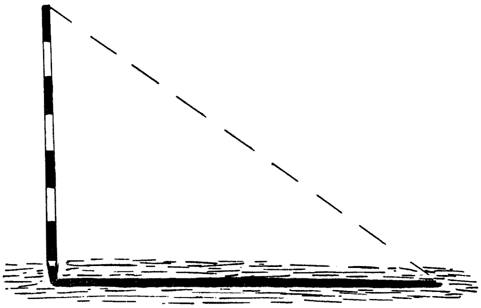

Fig. 2.

(a.) Holding a stick vertically, measure its height and the length of its shadow, and plot to any scale the measures on two lines drawn perpendicularly to each other. Connect the ends, and measure with protractor the angle opposite the line representing the height of stick.

(b.) With the aid of a plumb-line held at the top of the stake and passing through a narrow ring near the bottom the stake may be held more nearly vertically. The plumb-line may consist of a brickbat tied to a string.

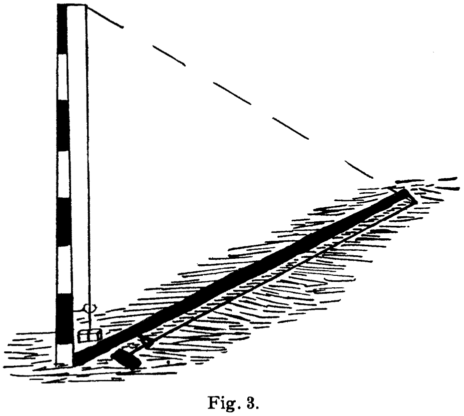

Fig. 3.

(c.) Perform the experiment with the plumb-line supplied with a bead (piece of cork) sliding with gentle friction up and down the string. Measure and use the height of bead and distance of its shadow from point directly under the bob (brickbat) as height of stick and length of its shadow were used above.

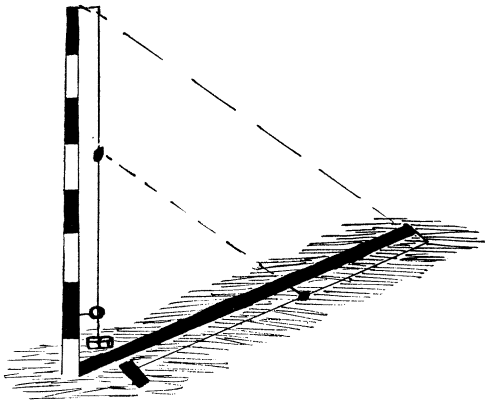

Fig. 4.

[NOTE: These experiments will furnish more accurate values for the angle, if treated trigonometrically, as may be done with older students.]

EXPERIMENT NO. 4. To find the height of a tree, building, or other object, by the length of its shadow.

(a.) Measure the lengths AE and CD of the shadows of the building and of the stick. Then if AB=h, we have

$$h:CF=AE:CD, \text{ or, } h=\frac{AE}{CD}CF.$$

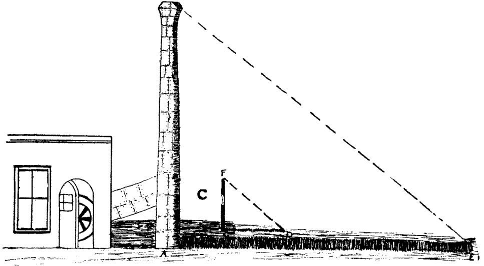

Fig. 5.

EXPERIMENT NO. 5. To find the horizontal, or oblique, dimensions of an inaccessible object, distances being known, and conversely.

(a.) Place yourself approximately (by guess) in the perpendicular at the mid point of the dimension (DE) to be measured, and setting a stake at your station (A), get behind it and line in with the ends of the dimension to be found at distances 10 feet, 20 feet, or 100 feet from this station two other stakes (C and B), and measure the distance, BC, between these two stakes. The distance from your station to the ends of the line DE being known, the proportion of (a) Experiment No. 4, furnishes the solution; thus h:BC=AB:AD.

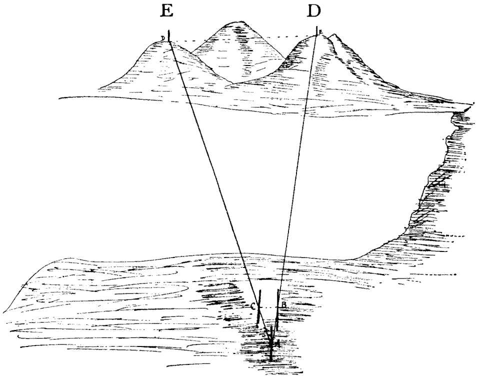

Fig. 6.

[REMARK: If the dimension is unknown, the distances are thus obtainable.]

(b.) This experiment may also be executed with an extemporized plane table, consisting of a flat-topped camera tripod, to the top of which a light drawing-board is screwed, the alidade (ab., Fig. 7), being made of a foot rule carrying two vertical needles for sights. The leveling up may be done with a 25-cent level to be had of any hardware dealer, or with a home-made level consisting of a small glass phial nearly

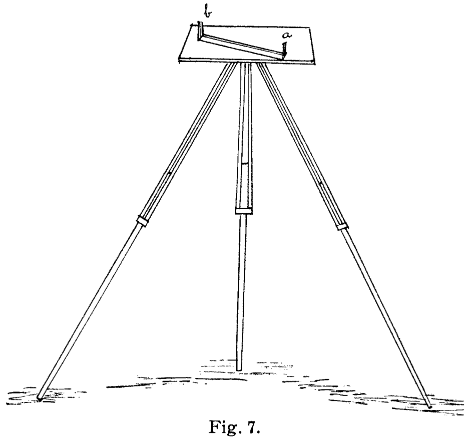

Fig. 7.

filled with alcohol, the bottle being countersunk in a block of wood.

(c.) For an oblique dimension, by sighting along the top of the board (B) the plane of this board may be brought into the plane of the line to be measured and the line of sight to the middle of the board by adjusting the lengths, or positions, of the tripod legs. The sighting with the alidade and measuring are then carried out as in (b).

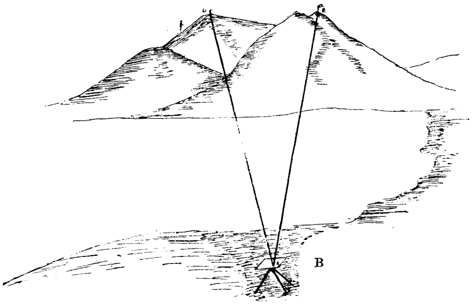

Fig. 8.

EXPERIMENT NO. 6. To find the law connecting the distance of the observer with the apparent size of an object.

(a.) Place a globe, or other object, at a distance equal to 20 or more times its diameter, from the home-made plane table described above, and draw lines on the sheet of paper pinned to the board directed toward the opposite ends of a diameter, and measure the angle between them with a protractor. Then remove the globe to twice the former distance (at B) from the table and measure the angle again, then to three times (at C) the distance, etc. Tabulate the distances in one column and the measured angle in an adjoining column. Can you discover the law connecting the distances and the measured angular diameters?

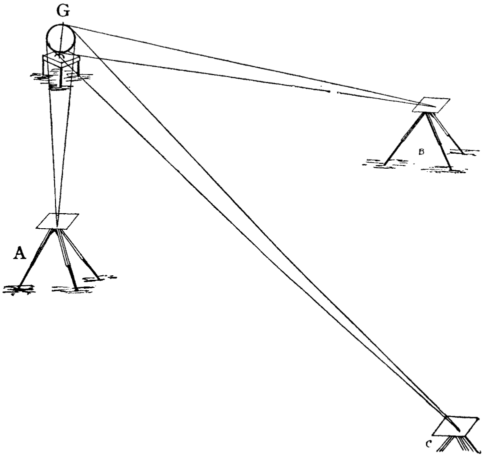

Fig. 9.

(b.) A very good crude transit can be made by graduating to degrees (or to any desired accuracy) the arc of a circle struck with a center at a point about half an inch from the middle of one edge of an inch oak board, planed smooth on one side and sawed to about two feet length. Bore a half-inch hole at the center of the arc, and cut out another board one foot square from inch stuff, and after surfacing it on one side, graduate it also to degrees about a point near (about 1¼ inches above one end) one corner. Screw an alidade arm pointed at one end, and carrying sharpened nails for sights, to this board at the center of graduation. Then cutting a spindle on the lower edge of the square board, so as to fit the hole in the first board, set the former so that it may swing freely about a line perpendicular to the latter board. The alidade being now free to swing about the screw at the lower corner, the measurement of vertical angles is made possible. To use the transit, set it on the top of the plane table described above, and level up as was suggested for the plane table.

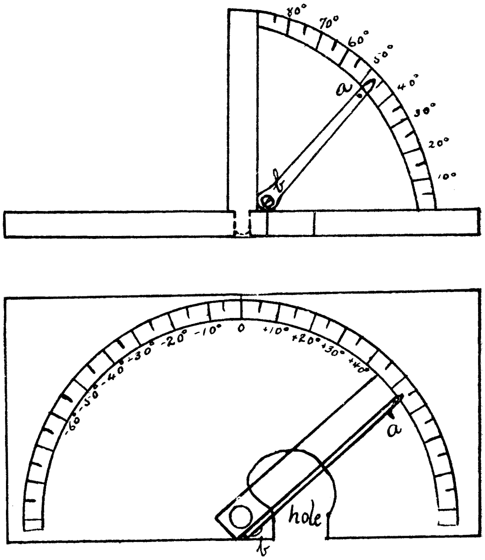

Fig. 10.

Execute this experiment with this transit.

EXPERIMENT NO. 7. To find the diameter of the moon, or sun.

(a.) Holding a graduated lead pencil at arm's length, place the thumb so that when the end of the pencil is in line with one crescent tip the thumb will be in line with the other tip. Note the distance from the thumb to the end of the lead pencil. Assuming the distance to the moon to be 238,000 miles, what is the moon's diameter?

[REMARK: The value of this method of executing the experiment is in showing on what the solution of the problem of finding the lunar diameter depends.]

(b.) The experiment may be performed more accurately with a stick placed at some twenty feet from the eye, the distance between the points on the stick where the lines of sight to the two crescent tips pass it being measured.

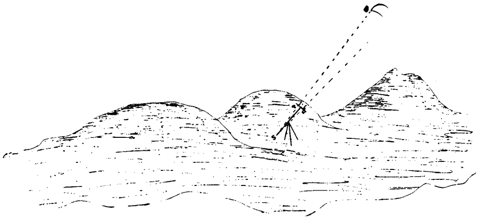

Fig. 11.

(c.) A movable sight carried along a scale fixed perpendicularly to a stick or rod some twenty feet long will give a still more accurate solution.

(d.) These measured values may be checked by the aid of Ephemeris' data, or with Sextant measures. A cheap wooden sextant can be bought of the Chicago Laboratory Supply Company.

(e.) These same experiments may be carried out for the sun by shielding the eyes with a pair of colored spectacles, or with the aid of smoked glass.

EXPERIMENT NO. 8. To determine the form of the earth's orbit.

(a.) Using the values of the solar diameter and of the differences of the sun's longitude for fifteen-day intervals, from the American Ephemeris (this book, which should be in the library of every High School where astronomy is taught, can be obtained from the Superintendent of the Nautical Almanac Office, Washington, D. C., by sending $1.00), plot the positions of the sun on lines drawn through a point (O) at angles (AOB, BOC, etc.) equal to the 15-day differences of longitude and at distances (OA, OB, OC, etc.) inversely proportional to the angular diameters.

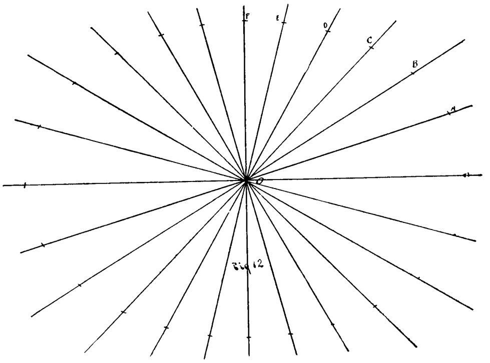

Fig. 12.

(b.) The same may be done for the moon, using two-day intervals.

EXPERIMENT NO. 9. To find rate and period of the moon's diurnal motion.

(a.) Stick a piece of lath, provided with a sight at the end, in the ground, and line in with the moon and this stick a second lath, pushing it into the ground firmly enough to hold it against the wind. Indicate on the second lath the point where the line to the moon passes it. A half-hour or an hour later line in a third lath and mark it as you did the second. Note and record the time to the nearest minute in each case. Stretch strings from the first to both the second and third laths, and transfer the angle between the strings to paper, and measure it, or measure the angle directly. Finally, find how long it will require the moon to pass through 360° at this same rate.

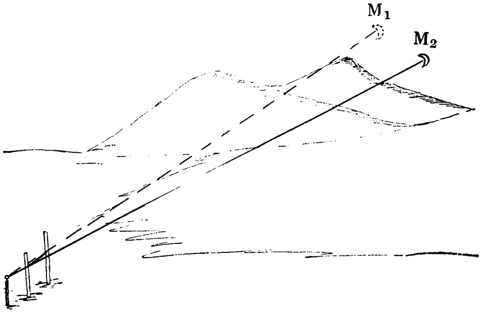

Fig. 13.

(b.) It will be readily seen that this experiment may also be performed with the home-made plane table.

EXPERIMENT NO. 10. To measure angles between objects (stars, planets, etc.) in the sky.

(a.) It will be readily seen that this may be done crudely with the aid of the data of Experiment No. 2.

(b.) A cross-staff is recommended for this purpose also. This consists of a light stick four feet long, carrying a nail sight at one end (the eye end), and provided with another stick which is held at right angles to the first, and slides easily back and forth along it. The cross-stick should be supplied with three sights, one at either end, and a third in the middle. The cross-bar should be two feet long. The trigonometry class may graduate the long stick to correspond to various angles, and write the angles beside the graduation marks. The sights must be large enough to be seen in poor light. The method of using this instrument is obvious.

(c.) The experiment may also be performed with the sextant. It is a good exercise for the home-made sextant referred to under Experiment No. 7 (d).

Experiment No. 11. Locate stars on a spherical blackboard from Ephemeris values of Right Ascension and Declination. (The Chicago Laboratory Supply Co. can furnish inexpensive globes for this purpose.)

Experiment No. 12. Trace and learn the positions of the Celestial Equator and the Equinoctial Colure among the stars. A chart such as those of Upton's *Atlas*, or a planisphere, such as that of Poole Brothers, Chicago, or of Mary Proctor (William Beverly Harrison, 42 East Twentieth Street, New York,) will be helpful for this. The latter planisphere can be had of the publishers at the cost of about $1.00. The atlas costs about $1.50.

Experiment No. 13. To find the rate of the moon's monthly motion.

(a.) Chart the position of the moon, some evening, with reference to any three bright stars near enough it to permit an estimate (with the aid of the hand as suggested in Experiment No. 2) of their distances from it to be made with some accuracy, and the selected stars should be bright enough to be identifiable on consecutive evenings. Write the estimated distances from the moon to the various stars on the chart. Use a note book having a page large enough to admit of entering two or three evenings' obervations on the same page. Each observation must be dated to the nearest minute. Estimate as nearly as possible from your charts how far the moon has moved among the stars from the first to any subsequent observation, and from this compute the time of a complete revolution of the moon.

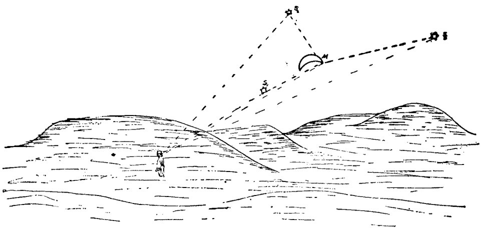

Fig. 14.

(b.) These same distances may be measured with a cross-staff, a sextant, or with sticks.

Query: Will this give the length of a sidereal or of a synodic month?

Experiment No. 14. Identify the group of stars known as the Great Dipper, or the Great Bear; the Polestar, the Lesser Bear, and Queen Cassiopeia's Chair. The five brightest stars of the latter make a figure resembling a poor capital W.

(a.) Upton's *Atlas*, or Mary Proctor's planisphere will be helpful to any who may need help in this experiment. Note that the line of the two bright stars in the outer edge of the bowl, when prolonged upward about five times the distance which separates them, passes near an isolated bright star. This star is the Polestar, called Polaris, and the two Dipper stars are, from this accident of position, called the "pointers." The Pointers are about 5° apart and this may be used as a standard for estimating the angular distances between heavenly bodies.

[N. B.: The illustrations for these exercises were made by Mr. Roy Lippencott, a student of the Chicago Institute.]

Eleventh and Twelfth Grades

Latin, Eleventh Grade: (ALLEN W. GOULD.) In reading the orations against Catiline very little attempt was made to qualify the views of Cicero. The educational value of these orations consists largely in the fact that Cicero has succeeded in expressing in great literary masterpieces a most vivid idea of the duty a ruler owes to those he rules, as well as the duty each citizen owes to the city, and the wickedness of the man who raises his hand against his fatherland. The young people of to-day need to have these ideas as soon as their minds are capable of receiving them; and the splendid emphasis of Cicero's style with his uncompromising idealism, which may seem rather crude to us, may yet for that very reason be the best adapted to the minds of the growing boy and girl.

But the course of Roman history itself brings the necessary qualification to Cicero's views. This month the class will read some of Cicero's letters written in exile (Ad At. III, 3 and 5; Ad Fam. XIV, 4, 2, 1, 3; Ad Q. Frat. I, 3), and in that way will learn the story of the temporary success of "practical politics." The students will see that Cæsar, Pompey, and Crassus, by making a political "deal," could control the elections, and distribute the offices and the spoils among their followers. Much care will be needed to enable the students to hold fast to these ideals, while recognizing the real obstacles which prevented Cicero from carrying out his ideals—as similar obstacles still prevent men of to-day from living up to theirs, and thus give temporary success to political "deals."

To show the students how completely the government of reason and persuasion had broken down, the pupils will read in April the first sixteen chapters of the oration from Milo. In this way they can see that some strong hand must take the government if the Roman world would be saved from chaos, and they can thus appreciate the work of Cæsar. But the intellectual and spiritual stagnation of the Roman Empire will show the pupils that nations can grow only when they allow individuals to think for themselves.

References: Shuckburgh's *Letters of Cicero*, XXX–XCI; Shuckburgh's *History of Rome*, Ch. XLIII; Trollope's *Life of Cicero*, Vol. I, Ch. 12 and 13, Vol. II, Ch. 1; Forsyth's *Life of Cicero*, Ch. 10–12; Davidson's *Life of Cicero*, Ch. 7 and 8.

Mathematics, Eleventh and Twelfth Grades: (GEORGE W. MYERS.) The work in trigonometry in these grades has revealed many serious weaknesses in their knowledge of algebra and geometry. A thorough review of the principles of these two subjects is deemed imperative to further profitable progress in mathematics. The review will be begun with the solution, or an attempt at solution, of the exercises given on page 487 of the January COURSE OF STUDY. Most of the time for the rest of the year will be given to this review and to the applications of algebra, geometry, and plane trigonometry to practical problems. During March special attention will be given to algebra, the following topics being used as a guide:

I. Symbolism and fundamental operations applied to (a) Integral forms; (b) Fractional forms.

II. Principles involved in treating the Equation.

III. Study of elementary algebraic functions and of the principles of factoring.

IV. Principles for the reduction of fractions. Need and method for finding the Highest Common Factor and Lowest Common Multiple.

V. Principles relating to the Theory of Exponents, Radicals, and Logarithms.

VI. Application of Logarithms to Interest and Discount, Annuities, and to the solution of Exponential Equations.

VII. Exercises in translating symbolical into verbal language, and *vice versa.*

VIII. Complete and Incomplete Quadratics. Conditions that roots shall be of one kind or another.

IX. Treatment of equations in two unknowns, whose solutions lead to Quadratics; Symmetric Equations.

X. Principles relating to Ratio; Proportion and Variation.

XI. Graphic representation of Complex Number.

XII. Discussion and use of Inequalities, and of Indeterminate forms; Clairaut's Problem.

Reference: Bradbury and Emery, *The Academic Algebra.*

General Geology, Eleventh Grade: (WALLACE W. ATWOOD.) In the study of the physiographic regions, already considered, it has been necessary to introduce most of the principles of structural and dynamic geology. Folds and faults have been analyzed, the phenomena of erosion and deposition studied, conformity and unconformity understood, the significance of basal conglomerates seen, and the methods for determining the relations of land and sea during any geologic period have been somewhat fully discussed.

The course is taught from a field standpoint. The practical methods which would be necessary in the field for working out the story of each region are always prominent. The problems set for home-work are field problems, such as the explanation of the loops and canoe-shaped areas among the Appalachian Mountains, the recurrence of the same formations at the surface, the narrow and wide outcrops in the field, etc.

The next regions to be considered are the Great Plains and the Black Hills. Facts from all available sources will be collected, and by interpreting these data the geological history is worked out. In the study of the Black Hills some attention will be given to the deposition and mining of ores. Laboratory work will be planned for the study of the common ores of iron, lead, copper, zinc, gold, silver, and tin.

Art Expression: Chalk-modeling of regions studied and of special scenic features of the regions. Water-colors and crayon will also be used in reproducing typical views.

References: United States Geological Reports; State-Geological Reports; text-books on Geology; National Geographic Society monographs, *Physiography of the United States;* Davis, *Physical Geography;* Irrigation Reports; Van Hise, *Some Principles Controlling the Deposition of Ores,* Trans. Am. Inst. of Mining Engineers, Vol. XXX.

Chemistry, Eleventh and Twelfth Grades: (ALICE P. NORTON.) The class, through their study of the leaf and fruit, have been introduced to a number of the most important elements, have studied their properties, and have learned something of their relations to one another. They have touched upon chemical theory in the study of the atom and molecule, have begun the writing of equations, and have solved some chemical problems. They have used both qualitative and quantitative methods in their analysis and have attained some degree of accuracy in their work.

The first work of next month will be the further analysis of the ash of the leaf. It has already been treated with distilled water, filtered, and the presence of sodium and potassium chloride in the filtrate shown. Several questions now present themselves. How can we further separate the substances remaining in the ash? Is there anything which will dissolve the material apparently insoluble in water? If it is really insoluble in water, how did it become a part of the plant? Can we in any way determine what substances to look for in the ash? The last question will lead us to an inquiry into the constituents of the soil, an investigation which will prove suggestive for future work in geology. The question of solubility will be seen to be a relative one; anything is soluble in water provided we have water enough. The immense amount of water carried into the plant, and the minute quantity of mineral matter deposited at a time will be contrasted. The solvent power of acids will be shown by allowing the pupils to experiment on the solubility of various substances in water and in the different acids. The leaf ash will then be treated with hydrochloric acid, filtered, washed with water, and further treated with nitric acid. The residue, if any, will be carefully examined, and such tests made with it and with the filtrates as the study of the soil suggests.

To bring more clearly before the pupils the results obtained by their work, some of them will make charts showing the percentage composition of the leaf, and others will mount upon cardboard small weighing tubes containing the amounts found of water, carbon, ash, etc., in ten grams of fruit or leaf.

The last part of the month will be devoted to a review of the elements and compounds studied, in their relations to one another, with the especial object of unifying the work of the last two quarters.

French, Eleventh and Twelfth Grades: (LORLEY ADA ASHLÉMAN.) The reading planned for these grades is Lamartine's *Graziella* and George Sand's *La Petite Fadette*.

A discussion on gender was initiated by the pupils during the past month. The following reading lesson embodies the questions of the children and the rules arrived at in response to them.

French Reading Lesson

Hélène. Ne trouvez-vous pas, mademoiselle, que le genre en français soit bien difficile? N'y a-t-il point de règles pour le masculin et le féminin des substantifs? Nous faut-il apprendre le genre de chaque substantif?

Mlle. Guinard. La pratique de la langue, la conversation, la lecture, voilà la meilleure règle que vous puissiez suivre. Pourtant je puis vous donner quelques règles qui vous aideront à reconnaître quelques substantifs masculins et quelques substantifs féminins.

Jean. Ayez la bonté de les écrire sur le tableau noir, afin que nous puissions les copier correctement.

Noms qui sont masculins:

1. Les noms des jours, des mois, des saisons: Le dimanche, un froid janvier, un printemps délicieux.
2. Les noms d' arbres et d' arbustes: Le chêne, le roseau.

Cependant aubépine, épine, vigne, ronce, yeuse sont du genre féminin.

3. Les noms des langues: le français, l'anglais, l'allemand, etc.
4. Les noms des couleurs: le rouge, le blanc, le bleu, etc.
5. Les noms des métaux: l'or, l'argent, le cuivre, le fer, etc.
6. Les noms de la nomenclature decimale, les poids, les mesures la monnaie: le gramme, le mètre, le franc, le centime.
7. Les mots pris substantivement, les noms qui désignent les choses abstraites: le blanc, le goûter, le dîner, le pourquoi, le oui, le non, le qu'en dera-t-on, le beau, le vilain, etc.
8. Les noms de pays, de villes et de rivières, quand ces noms sont terminés par une syllabe masculine: le Danemark, Le Mississipi, Paris, Lyon, Rouen, etc.

Noms qui sont feminins:

1. Les noms de pays, de villes et de rivières, quand ces noms sont terminés par une syllabe féminine: la France, la Seine, etc. Il y a cependant quelques exceptions, comme le Mexique, le Hanover, le Maine, le Rhône, le Danube, le Tibre, le Gange.
2. Les noms de fruits, de légumes et de fleurs, qui ont une terminaison féminine: la pomme, la carotte, la rose. Cependant, héliotrope est du genre masculin.
3. Les noms des vertus et de qualités: la charité, la modestie. Courage, mérite, égoïsme, vice, sont du genre masculin.
4. Les noms des fêtes.—Noël et carnaval sont du genre masculin.

5. Les noms des sciences: la physique, la chimie, la grammaire.

Robert. Je suis votre conseil, mademoiselle, je donne des leçons de français à mon petit frère. Mais, déjà mon élève m'a fait des questions auxquelles je ne puis répondre. Une chose qui m'ennuie beacoup, c'est non seulement le genre des substantifs mais la formation du féminin des adjectifs.

Mlle. Ah, Robert! l'enseignement de la langue française vous réserve encore bien des surprises. (*À Henri.*) Vous voulez m'adresser une question, Henri?

Henri. Oui, mademoiselle, vous nous avez dit il y a quelques semaines que l'article est omis après un adverbe négatif, un adverbe de quantité, et si l'adjectif précède le nom. Pourtant, vous venez de dire, "bien des surprises."

Mlle. Bravo Henri! votre remarque est bonne! Il y a toujours des exceptions, *l'adverbe bien* employé dans le sens de beaucoup prend l'article, mais avec l'adverbe *beaucoup*, vous dites "beaucoup de surprises."

Robert. Voulez-vous me permettre une interruption, mademoiselle? Je vous prie de m'expliquer quelquechose au sujet de l'adjectif. Je veux être à même de répondre à mon petit frère ce soir.

Mlle. Je suis contente de voir que vous insistiez sur ce sujet, il nous entraînera pourtant un peu loin. Jean, est-ce que l'adjectif s'accorde avec le nom en français?

Jean. Oui, mademoiselle. Avec un nom masculin singulier, l'adjectif est au masculin singulier; avec un nom féminin singulier, l'adjectif est au féminin singulier; avec un nom pluriel, l'adjectif est au pluriel; avec plusieurs noms au singulier, l'adjectif est au pluriel; au féminin pluriel si tous les noms sont féminins, au masculin pluriel si un des noms est au masculin.

Mlle. C'est parfaitement exact, Jean. Je n'aurais pas fait mieux! Robert, quelle lettre faut-il ajouter au masculin pour former le féminin?

Robert. La lettre *e*.

Mlle. C'est cela, faites moi donc une règle.

Robert. Pour former le féminin d'un adjectif, ajouter un *e* au masculin.

Henri. Mais, si l'adjectif est terminé par un *e*?

Mlle. Hélène, que feriez-vous dans ce cas?

Hélène. Je ne le changerai pas.

Mlle. Moi, non plus. Eh bien, Jean, que voulez-vous savoir?

Jean. Veuillez écrire les exceptions à la règle générale.

Mlle. Certainement.

1. Les adjectifs en *el, eil, en, on, et* doublent au féminin la consonne finale avant d'ajouter l'*e* muet: bon, bonne; muet, muette; cruel, cruelle; pareil, pareille.

Cependant les six adjectifs suivants terminés en *et*, et leurs composés, ont un seul *t* au féminin et prennent un accent grave sur l'*e*: complet, complète; concret, concrète; discret, discrète; inquiet, inquiète; replet, replète; secret, secrète.

2. Les adjectifs terminés en *f* changent *f* en *ve:* actif, active.

3. Les adjectifs terminés en *x* changent *x* en *se:* heureux, heureuse. Doux, roux, faux, font douce, rousse, fausse au féminin.

4. Les adjectifs terminés en *eur* changent *eur* en *euse*: trompeur, trompeuse.

Exceptions:

(a) La plupart des adjectifs en *teur* font le féminin en *trice:* conducteur, conductrice.

(b) Enchanteur fait enchanteresse; pécheur fait pécheresse; vengeur fait vengeresse.

(c) Les adjectifs en *érieur*, comme antérieur, etc., et majeur, forment leur féminin d'après la règle générale, par l'addition d'un *e* muet.

5. Bas, gras, gros, las, sot, nul, gentil, épais bellot, vieillot exprès doublent aussi la finale au féminin: basse, grasse, etc.

6. Beau, fou, mou, vieux, nouveau, font au féminin belle, folle, molle, vieille, nouvelle. (Au masculin, devant les mots commençant par une voyelle ou par un *h* muet, ces adjectifs font bel, fol, mol, vieil, nouvel; un bel arbre, un vieil homme.)

7. Masculin: bénin, malin, blanc, franc, sec, frais, public; féminin: bénigne, maligne, blanche, franche, sèche, fraîche, publique. Masculin: caduc, turc, grec, long, oblong, tiers, favori; féminin: caduque, turque, grecque, longue, oblongue, tierce, favorite; masculin: coi; féminin: coite.

8. Les adjectifs terminés en *gu* prennent un tréma sur l'*e* du féminin: aigu, aiguë.

History, Twelfth Grade: (EMILY J. RICE.) Subject: American History. As the necessity for the new Constitution has been shown in the previous month's work, the students are ready to trace the action of our first Congress under its provisions and the effect of such action upon the country. Let them realize as fully as possible the difficulties in the way of establishing our form of government. Picture clearly Federal Hall, the meeting of Congress, the most prominent individuals composing that body, and the ceremonies of Washington's inaugural. The immediate necessities of the country will show what action Congress must take, and reference to the Constitution itself will show its powers.

I. Discuss possible methods of raising money. Which will arouse least opposition? What means do we use now? What were tried then? With what result? What must be done with the money raised? Compare our present war debt with that of the Revolutionary War.

II. Show how people were divided in opinion as to the amount of power that should be given to Congress. Would it be well to have only one political party in our own time? Are there any likenesses between the theories of the political parties of our time and those of Washington's time? Let the students discuss the amount of power that a government should have.

III. Compare the conditions of government in France at that time and those in our own country. Give a vivid account of the storming of the Bastile, and tell something of the condition of different classes of society in France. [Story of LaFayette.] When war was declared by France and England in 1793, why did France count upon our aid? Let the students give arguments for and against giving them help. Trace the division of sentiment in the country on that question, and show that this division coincided in a general way with that on our financial policy. Trace Washington's difficulties in following a policy of neutrality; Génet's influence and English interference with our commerce. The anger of the people over Jay's treaty. Read Washington's arguments for neutrality in his *Farewell Address.* The children may give arguments for and against our mingling in foreign wars at the present time. Dangers of the departure from the so-called " Policy of the Fathers." The Philippine question will give point to this discussion.

References: McMaster, *History of the People of the United States*, Vol. I; Schouler, *History of the United States*, Vol. I; Hart, *Formation of the Union;* Frothingham, *Rise of the Republic;* Lodge, *Life of Washington. Washington's Farewell Address* will be found in full in the Old South Leaflets. *William Maclay's Diary* gives the best account of Washington's inauguration, and other accounts will be found in the Century for April, 1889, and in Harper's Magazine. For Washington's receptions, see *Library of American Literature,* Vol. IV, p. 346, and for anecdotes of Washington the same, Vol. IV, p. 25. For the story of *Hail, Columbia!* see McMaster, Vol. II, p. 376.

German, Twelfth Grade: (DR. BENIGNUS.) German continues to be correlated with history. The study for March will be the characteristic features of the American Constitution compared with those of the constitution of the German empire. The acquired knowledge will be reported verbally to strengthen oral expression, and in writing to develop style.

In literature, having shown during February the views of the Romantic School, and the service this school rendered to the spiritual life of Germany, the study in March will treat of the representatives of the older Romanticists: the forerunner and first lyric poet of this school, Novalis (Friedrich von Hardenberg); the founders and chiefs: Ludwig Tieck, the brothers August Wilhelm and Friedrich von Schlegel; the younger Romanticists: Clemens Brentano, Achim von Arnim; their influence upon the Grimm brothers, Jakob and Wilhelm, and upon Joseph Görres; the lyric poets: Friedrich Freiherr de la Motte Fouqué, and Joseph Freiherr von Eichendorff. The other Romanticists will be studied in April. The interrelations of German and English literature will always be emphasized.

For memorizing, two poems of Eichendorff have been selected.

Meeresstille

Ich seh' von des Schiffes Rande
  Tief in die Flut hinein:
Gebirge und grüne Lande
  Und Trümmer im falben Schein
Und zackige Türme im Grunde,
  Wie ich's oft im Traum mir gedacht,
Das dämmert alles da unten
  Als wie eine prächtige Nacht.

Seekönig auf seiner Warte
  Sitzt in der Dämmrung tief,
Als ob er mit langem Barte
  Über seiner Harfe schlief;
Da kommen und gehen die Schiffe
  Vorüber, er merkt es kaum;
Von seinem Korallenriffe
  Grüsst er sie wie im Traum.

Joseph Freiherr von Eichendorff, 1788-1857,
"*Romanzen.*"

Morgengebet

O wunderbares, tiefes Schweigen,
  Wie einsam ist's noch auf der Welt!
Die Wälder nur sich leise neigen,
  Als ging der Herr durchs stille Feld.

Ich fühl' mich recht wie neugeschaffen.
  Wo ist die Sorge nun und Not?
Was mich noch gestern wollt' erschlaffen,
  Ich schäm' mich des im Morgenrot.

Die Welt mit ihrem Gram und Glücke
  Will ich ein Pilger frohbereit
Betreten nur wie eine Brücke
  Zu dir, Herr, übern Strom der Zeit.

Und buhlt mein Lied, auf Weltgunst lauernd
  Um schnöden Sold der Eitelkeit:
Zerschlag' mein Saitenspiel, und schauernd
  Schweig ich vor dir in Ewigkeit.

"*Geistliche Lieder.*"

Music: (MISS GOODRICH.) High School and Ensemble Songs: *He shall give His Angels*, and *The Lord is my Shepherd*, from the collection of Seven Sentences, by Mrs. Crosby Adams; *Pussy Willow's Secret*, Songs of Life and Nature; *March*, *Come*, *Happy Spring*, *Springtime is Returning*, and *Prayer*, Modern Music Series, Third Book.